NEW ENGLAND
COMMON ASSESSMENT PROGRAM

**Released Items
Support Materials
2010**

**Grade 3
Reading**

2.1.1	**Applies word identification and decoding strategies by** identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes)

❶ Which word has the same **vowel sound** as blue?

- ○ A. much
- ○ B. cook
- ○ C. noon
- ○ D. your

2.1.1	**Applies word identification and decoding strategies by** identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes)

❷ Which word rhymes with cone?

- ○ A. both
- ○ B. done
- ○ C. corn
- ○ D. own

Iris and Walter
Literary Text

2.4.1	<u>**Demonstrate initial understanding of elements of literary texts by**</u> identifying <u>or describing</u> <u>character(s), setting, problem, solution, or major events, as appropriate to text</u>

3 What does Miss Cherry tell the boys
and girls to do if they get lost?

○ A. call out for her

○ B. talk to someone

○ C. stay in one spot

○ D. find a policeman

2.2.1	**Students identify the meaning of unfamiliar vocabulary by** using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as "thick-est," "hope-ful;" or context clues, including illustrations and diagrams; or prior knowledge)

4 In part 9, the word <u>aboard</u> means

○ A. inside.

○ B. over.

○ C. between.

○ D. down.

Iris and Walter
Literary Text

2.3.1	**Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by** identifying synonyms or antonyms; or <u>categorizing words</u>

5 The word <u>silly</u> means the **same** as

- ○ A. friendly.
- ○ B. foolish.
- ○ C. noisy.
- ○ D. short.

2.4.1	<u>**Demonstrate initial understanding of elements of literary texts by**</u> identifying <u>or describing</u> <u>character(s), setting, problem, solution, or major events, as appropriate to text</u>

6 What does Walter like **most** about the aquarium?

- ○ A. the sharks
- ○ B. the coral reef
- ○ C. the penguins
- ○ D. the sea horses

Iris and Walter
Literary Text

2.1.1 **Applies word identification and decoding strategies by** <u>identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., <u>kn</u>ot, ca<u>tch</u>, fl<u>oa</u>t, f<u>igh</u>t; or common suffixes)</u>

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7 Fill in the chart.

Choose four words from the Word Box that have the same ending sound as <u>lucky</u>:
1.
2.
3.
4.

Word Box
boy
face
me
okay
really
sea
they
very

Scoring Guide:

Score	Description
4	Response provides four correct words from the Word Box in the chart.
3	Response provides three correct words from the Word Box in the chart.
2	Response provides two correct words from the Word Box in the chart.
1	Response provides one correct word from the Word Box in the chart.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Choose four words from the Word Box that have the same ending sound as lucky:
1. me
2. really
3. sea
4. very

SCORE POINT 4

❼ Fill in the chart.

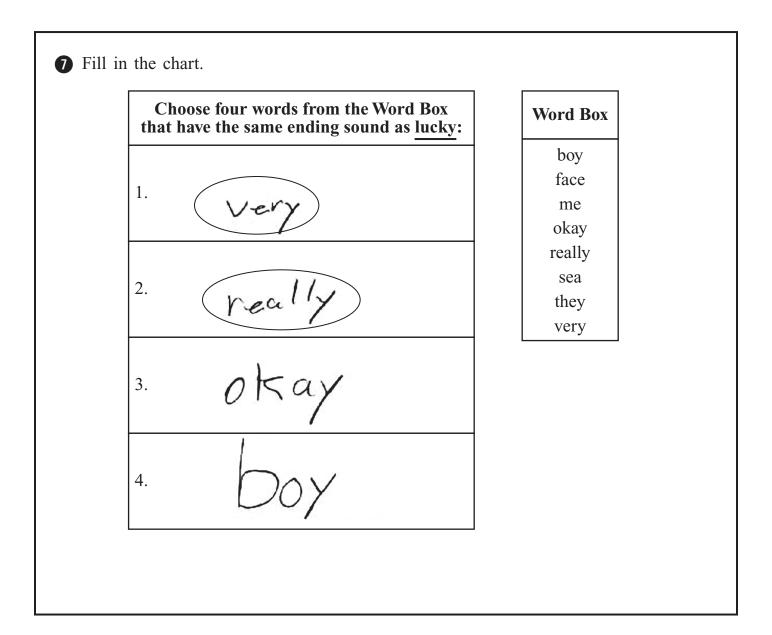| Choose four words from the Word Box that have the same ending sound as <u>lucky</u>:	Word Box
1. *me*	boy
	face
2. *really*	me
	okay
3. *Sea*	really
	sea
4. *Very*	they
	very

Response provides four correct words from the Word Box in the chart.

7 Fill in the chart.

Choose four words from the Word Box that have the same ending sound as <u>lucky</u>:
1. *okay*
2. *really*
3. *sea*
4. *vary*

Word Box

boy
face
me
<u>okay</u>
<u>really</u>
<u>sea</u>
they
<u>very</u>

Response provides three correct words from the Word Box in the chart.

7

7 Fill in the chart.

Choose four words from the Word Box that have the same ending sound as <u>lucky</u>:
1.   (Very)
2.   (really)
3.   okay
4.   boy

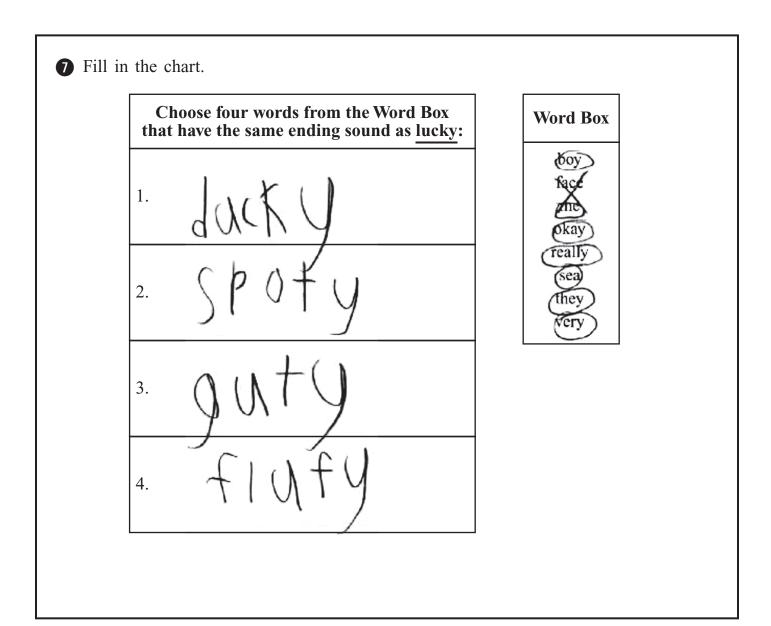| Word Box |
| --- |
| boy |
| face |
| me |
| okay |
| really |
| sea |
| they |
| very |

Response provides two correct words from the Word Box in the chart.

SCORE POINT 1

❼ Fill in the chart.

Choose four words from the Word Box that have the same ending sound as <u>lucky</u>:
1. boy
2. face
3. okay
4. (Sea)

Word Box

~~boy~~
~~face~~
me
~~okay~~
really
~~sea~~
they
very

Response provides one correct word from the Word Box in the chart.

SCORE POINT 0

❼ Fill in the chart.

Choose four words from the Word Box that have the same ending sound as <u>lucky</u>:
1. ducky
2. spoty
3. guty
4. flufy

Word Box

boy
face
~~the~~
okay
really
sea
they
very

Response is totally incorrect or irrelevant.

Iris and Walter
Literary Text

2.4.1   <u>**Demonstrate initial understanding of elements of literary texts by**</u> identifying <u>or describing</u> <u>character(s), setting, problem, solution, or major events, as appropriate to text</u>

8 Read the words in the box.

sharks
penguins
angelfish

What do these words show?

- ○ A. what the children see at the aquarium
- ○ B. what the children see on the coral reef
- ○ C. what shimmers in the sea grass
- ○ D. what lives in the penguin pool

2.1.1   **Applies word identification and decoding strategies by** <u>identifying regularly spelled multi-syllabic</u> <u>words, by using knowledge of sounds, syllable types, or word patterns (including most common</u> <u>spellings for consonants and vowels, e.g., k<u>n</u>ot, ca<u>tch</u>, fl<u>oa</u>t, f<u>igh</u>t; or common suffixes)</u>

9 Which word rhymes with <u>tight</u>?
- ○ A. kite
- ○ B. tried
- ○ C. toot
- ○ D. shout

Iris and Walter
Literary Text

2.5.3	**Analyze and interpret elements of literary texts, citing evidence where appropriate by** making basic inferences about a problem or solution

❿ Why does Miss Cherry let Iris come with her to find Walter?

- ○ A. Iris knows where to find Walter.
- ○ B. Iris is worried about Walter.
- ○ C. Miss Cherry needs help from Iris.
- ○ D. Miss Cherry is angry with Iris.

2.4.1	<u>**Demonstrate initial understanding of elements of literary texts by**</u> identifying <u>or describing character(s), setting, problem, solution, or major events, as appropriate to text</u>

⓫ What is Walter doing when he is found?

- ○ A. looking for Iris
- ○ B. feeding the sharks
- ○ C. calling out to Miss Cherry
- ○ D. watching the fish swim

Iris and Walter
Literary Text

2.4.1	<u>**Demonstrate initial understanding of elements of literary texts by**</u> identifying <u>or describing</u> <u>character(s), setting, problem, solution, or major events, as appropriate to text</u>

❿ Explain how Walter gets lost **and**

Explain how he is found. Use details from the story.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how Walter gets lost and how he is found. Response includes relevant details from the story.
3	Response provides an explanation of how Walter gets lost and how he is found. Response includes some relevant details from the story.
2	Response provides a partial explanation of how Walter gets lost and/or how he is found. Response includes limited details from the story.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Response may contain, but is not limited to, these details:

How Walter gets lost:

- Walter is so absorbed in the coral reef that he does not notice the group has gone.

How Walter is found again:

- Iris cannot see Walter anywhere so she tells Miss Cherry.
- Iris and Miss Cherry retrace their steps until they reach the coral reef.
- Walter does not realize he is "lost."

SCORE POINT 4

12 Explain how Walter gets lost **and**

Explain how he is found. Use details from the story.

Walter gets lost in the aquarium and is seprated from Iris. Walter was so into the coral reef, he didn't know that his class was moving on. Then Iris wanted to show him something, but instead of Walter being next to her there was a boy named Nick who was lost but then found his class. Then Iris told their teacher that Walter was lost. They went to search for him and found him by the coral reef, and Walter didn't even know he was lost. I'm glad they found him.

Response provides a thorough explanation of how Walter gets lost and how he is found. Response includes relevant details from the story.

SCORE POINT 3

12 Explain how Walter gets lost **and**

Explain how he is found. Use details from the story.

Walter got lost because he was so intrested in the coral reef that he dosen't notice that his class left. He was found because Iris notices that Walter is not there so she tells Miss Cherry that Walter is not there so Miss Cherry and Iris search for him and find him.

Response provides an explanation of how Walter gets lost and how he is found. Response includes some relevant details from the story.

❷ Explain how Walter gets lost **and**

Explain how he is found. Use details from the story.

1.
Walter gets lost because his clas
levs him at the coral reef.
2. Miss Cherry and Iris go looking for
Walter. Iris saw him at the
coral reef

Response provides a partial explanation of how Walter gets lost and/or how he is found. Response includes limited details from the story.

SCORE POINT 2
(EXAMPLE B)

⓬ Explain how Walter gets lost **and**

Explain how he is found. Use details from the story.

Walter got lost by not lising and not folowing the group and when the techer mrs. Cary said "thats are next stop" walter was still at the coral reff.

Response provides a partial explanation of how Walter gets lost and/or how he is found. Response includes limited details from the story.

SCORE POINT 1

⓬ Explain how Walter gets lost **and**

Explain how he is found. Use details from the story.

Walter gets lost because he
dose not stay in the grop.

Response is vague or minimal.

SCORE POINT 0

⓬ Explain how Walter gets lost **and**

Explain how he is found. Use details from the story.

Walter gets in big trible because he went to see the Shrks.

Response is totally incorrect or irrelevant.

Grade 3 Reading Released Item Information - 2010

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand[1]	WV	WV	LI	WV	WV	LI	WV	LI	WV	LA	LI	LI
GLE Code	2-1	2-1	2-4	2-2	2-3	2-4	2-1	2-4	2-1	2-5	2-4	2-4
Depth of Knowledge Code	1	1	1	2	1	2	1	1	1	2	1	2
Item Type[2]	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	C	D	C	A	B	B		A	A	B	D	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

[1]Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,
              II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

[2]Item Type: MC = Multiple Choice, CR = Constructed Response